

THE COLLEGE OF SOCIALWORK

Recommendations for the selection of students onto social work degree courses in England.

Foreword

In summer 2011 the Social Work Reform Board (SWRB) agreed a set of recommendations on strengthening the criteria for selecting candidates onto the social work degree. The recommendations, which were developed in consultation with many stakeholders¹, have now been passed to The College of Social Work, (the professional body for social workers) and are available for HEIs to use and adapt to their own internal procedures.

This guidance provides information about the recommendations and their implementation. It is intended primarily for HEIs, but will also be useful for employers and service users and carers (who are involved with their local universities in selecting students), for careers officers, and for potential applicants to social work training. Applicants should look at individual HEI websites for specific details about their selection processes and entry requirements

This guidance is a summary of a more detailed document written by Cath Holmstrom, University of Sussex, and funded by the Higher Education Academy's Subject Centre for Social Policy and Social Work, University of Southampton' which is available at [SWAP box](#). That document provides technical and operational guidance and some exemplars, in the broader context of higher education (HE) remits and responsibilities. It is specifically aimed at admissions tutors, and references and explains the contribution to admissions and selection of the Health Professions Council (HPC)² standards on admissions procedures, relevant legislative and policy drivers and widening participation and equalities issues.

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¹ Drawing upon the experiences of those involved in admissions and selection including HEIs, employers, service users and carers, students, the Joint Social Work Unit (JSWU), HPC, BASW, Learn to Care The College of Social Work and Universities UK.

² HPC is due to take on the regulation of social work education from the GSCC in July 2012.

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Recommendations for the admission and selection of social work students.³

1. Clear information for applicants HEIs should clearly indicate that the social work degree is a professional course leading to eligibility to register as a social worker, list their criteria for admission, state what selection processes will be used and the need for enhanced CRB and health checks.

2. The criteria for selection of applicants for social work training is based on statements at entry level of the professional capabilities framework.

3. Thresholds for entry. A minimum UCAS points threshold of 240⁴ or equivalent should be applied where applicants come with tariff bearing awards. For those entering via Access routes, HEIs are encouraged to work with colleges to begin to determine equivalence with UCAS points⁵.

For those applying for Masters level courses who already have a degree, a minimum 2.1 degree classification should normally be required.

4. Basic skills requirements

All applicants must have GSCE grade C or above in English and Maths or certificated equivalences, regardless of previous educational qualifications.⁶

All applicants must confirm prior to interview/offer decision making that they have the ability to use basic IT facilities, including word processing, internet browsing and use of email.

5. Competence in written and spoken English

Successful applicants must meet communicating and comprehension skills to International English Language Testing Systems (IELTS) at level 7.⁷

³ These are likely to become part of the College of Social Work's endorsement criteria for programme providers.

⁴ Based on the 2009 average across SW providers for qualifying undergraduate programmes

⁵ ACCESS courses are now graded, and Distinction/Merit grades are available to distinguish desirable levels of achievement.

⁶ HEIs should no longer run their own equivalence tests for those who cannot provide this evidence.

⁷ www.ielts.org.uk This is already required for lawyers, teachers, nurses, and other health staff

6. Written Test. All candidates should complete a written test, regardless of previous qualification or educational background.

7. Interviews

All candidates selected for the social work degree should have performed well in an individual interview to test their communication skills, motivation and commitment, understanding of social work and evaluation of their life and work experience.

8 Group activities. It is strongly recommended that HEIs use observed group activities/exercises as part of their selection process.

9. Involvement of employers and service users and carers in selection processes. The SWRB strongly endorsed the proposal that employers and service users are always involved in selection and interview processes⁸

Background

1. The Social Work Task Force expressed concern that not all HEIs had procedures in place to select applicants with the right mix of intellectual and personal qualities to succeed in professional social work training at degree level. The recommendations of the SWRB, now owned by The College seek to strengthen the criteria for entry and address these concerns.
2. The new recommendations build on and can be adopted under the existing DH and GSCC requirements.
3. From 1 August 2012, the Health Profession Councils (HPC) will become the new regulator for social work education. The HPC set threshold standards which are flexible and of a general nature. The recommendations in this document are compliant with HPC's standards on Programme Admissions [http://www.hpc-uk.org/assets/documents/10002C0DSETsguidance\(finalversion\).pdf](http://www.hpc-uk.org/assets/documents/10002C0DSETsguidance(finalversion).pdf) . The HPC also expects HEIs to comply with the relevant professional body guidance. The College, as the professional body for social work is intending to endorse social work qualifying programmes that demonstrate their adherence to good practice and professional standards of social work education and training that are in excess of the threshold standards required by HPC. This will include adherence to the SWRB reforms on selection and admissions as contained in this document.
4. **The broader legislative and policy context**
HEIs are responsible for their own admissions policies and practices, within the requirements and guidelines set by professional bodies, regulators and in some cases government. The processes devised and implemented by programme providers must therefore also take into account internal university policies and procedures and be compliant with legislation as follows:
 - **Data Protection requirements.** The Data Protection Act (DPA) 1988 places requirements and restrictions upon HEIs (and other organisations) in

⁸ This is something which in the future could be arranged through the proposed partnerships

relation to personal and sensitive data they collect and the way in which this is processed. (www.ico.gov.uk).

- **Equalities duties** The Equality Act 2010 replaces and consolidates previous legislation in respect of discrimination. The Act has important implications for Higher Education and for selection and recruitment practices. The Act reinforces the previous requirements for reasonable adjustments in relation to disabled students and applicants as well as detailing 'prohibited acts' and defining additional 'protected characteristics'. Programme providers should ensure that their practices are compliant with their own HEI requirements, under the **Public Sector Equality Duty**, but may also wish to consult guidance provided by [Supporting Professionalism in Admissions](#) (SPA) and the [Equality Challenge Unit](#) (ECU). [The Code of Practice for further and Higher Education](#) is expected to be published by the end of 2011.
- **HPC requirements** from 1 August 2012 (as above)
- **Quality Assurance Agency guidance** for recruitment and selection of students contained in the [Code of practice, \(section 10: Admissions to higher education\)](#) (QAA 2004)
- **College endorsement criteria** (incorporating the SWRB reforms) from 1 August 2012

5. Enhanced Criminal Records Bureau (ECRB) and health checks.

It is important that arrangements are in place to ensure that any one who may pose a risk to service users is not enrolled on social work qualifying courses. Successful applicants will continue to be required to have satisfactorily completed the appropriate and relevant CRB checks (at enhancement level) prior to enrolment on the course. (HPC SET 2.3) [http://www.hpc-uk.org/assets/documents/10002C0DSETsguidance\(finalversion\).pdf](http://www.hpc-uk.org/assets/documents/10002C0DSETsguidance(finalversion).pdf) . The HEI should ensure that no student is sent out onto a placement where they may be left unsupervised with service users or carers, or have access to sensitive data, until a satisfactory check has been received. Particular care will need to be taken where checks reveal information relating to child protection or other situations which might indicate a risk to service users.

A criminal record does not automatically bar an applicant from enrolling on a social work course. Decisions about what is 'satisfactory' in relation to individual applicants should be agreed jointly by the HEI and placement providers with reference to and in line with HPC Guidance on conduct, and ethics for students and Guidance on health and character.⁹ Further details can be found in the HEA –Swap technical guidance document at [swap-box](#). Social work as a profession is based on principles of social justice and a belief in the possibility of people changing (attitudes, values, etc.). However, students have access to people at vulnerable times in their lives and the responsibility to ensure the safety of those who receive services from social workers must take priority where a potential conflict exists.

Health checks (fitness to practice)

⁹ <http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>
<http://www.hpc-uk.org/assets/documents/10002C17Guidanceonhealthandcharacter.pdf>

The admissions process must also include compliance with health requirements as detailed in HPC SET 2.4 [http://www.hpc-uk.org/assets/documents/10002C0DSETsguidance\(finalversion\).pdf](http://www.hpc-uk.org/assets/documents/10002C0DSETsguidance(finalversion).pdf) .. Programme providers should ensure that the checks themselves are valid, proportionate and relevant to the programme and profession and do not result in discriminatory practice. Decisions about what is 'satisfactory' in relation to individual applicants should be agreed by HEIs and placement providers with reference to and in line with HPC Guidance on health and character.¹⁰

Modes of assessment should be adjusted for selection where this is reasonable and where the applicant has a disability, in order to ensure that the applicant is not unfairly disadvantaged by the selected mode of assessment. Programmes are advised to separate the process of assessing reasonable adjustment needs from the initial health assessment as far as possible. Care should be taken to ensure a lack of repetition within these processes as far as possible to minimise the impact of multiple disclosures upon applicants.

Helpful guidance for applicants and programme providers is contained within HPC's document, 'A disabled person's guide to becoming a health professional' and their 'Managing Fitness to Practice' guidance¹¹ and in [The Equality Act 2010 Code of Practice for Further and Higher Education](#) (awaiting publication in late 2011)

SECTION TWO

6. Principles for selecting social work students.

6.1 Key aims of the selection process

The key aim of the selection process should be to select those who are most likely to become confident, effective and safe practitioners, eligible for registration with HPC as a social worker and who are able to uphold a positive image of the social work profession. This includes recognising the importance of building a diverse group of professionals who are reflective of the communities and localities they will be serving.

6.2 A holistic approach

The unique blend of intellectual capability and personal attributes, attitudes and abilities needed to demonstrate readiness to enter qualifying social work courses is best assessed using a holistic approach. Candidates should be assessed against agreed criteria, based on the first level of the Professional Capabilities Framework, (see below) and agreed academic requirements using a range of methods. These will include written tests, individual interviews and other exercises, as agreed, to assess whether applicants can demonstrate the essential mix of intellectual and personal qualities required. **See Appendix two.** As long as the agreed threshold level is met for all criteria, this allows applicants who come from different backgrounds and experiences a range of opportunities to demonstrate their strengths and allows assessors to triangulate evidence from a range of sources,

¹⁰ <http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>

<http://www.hpc-uk.org/assets/documents/10002C17Guidanceonhealthandcharacter.pdf>

¹¹ <http://www.hpc-uk.org/aboutregistration/healthanddisability/>

This supports the selection of a diverse group of students with a mix of appropriate skills, knowledge and experience.

6.3 A fair and transparent approach

Transparency is critical throughout the selection process to ensure that applicants are clear what is expected of them. Programmes will need to give clear indications of the required characteristics and skills and/or what is not acceptable. It is important that what is sought and any grounds for refusing entry can be clearly articulated so that it can be assessed fairly and transparently. This will enable programme teams to make clear and confident decisions without risking challenges relating to the fairness of the processes. **Most HEIs do not allow appeals against academic or professional judgment** in respect of admissions decisions. However, most will allow appeals in relation to procedural irregularities, for example whether the programme's/HEI's own procedures have been followed and whether these are in line with relevant professional body or other guidance.

6.4 Consistency

The agreed and advertised procedures should be applied consistently and equitably. The concerns highlighted in the Task Force report regarding the lack of consistency in entry standards and quality need to be addressed by putting into practice the Reform Board recommendations.

Any requirements in this Guidance document are therefore stated in terms of the minimum thresholds usually expected. The College endorsement criteria will include the requirement to demonstrate how the HEI is implementing the recommendations and, where appropriate, going beyond them.

6.5 Encouraging diversity while maintaining a high degree of competence

Social work has historically demonstrated a commitment to social justice and to widening access to higher education. There are concerns that this commitment could be undermined by a focus upon 'higher calibre' entrants. Programme providers will need to balance these possible tensions and to demonstrate a real commitment to maintaining a diverse student body whilst striving to recruit those students most likely to become confident and highly competent social work practitioners.

Programme design should include the creation of appropriate exit and alternative progression points for those who, following admission, are unable to meet the requirements of the programme or wish to pursue other educational or employment routes.

6.6 Reflecting social work values in how selection is conducted.

Admissions tutors should ensure that everyone involved in selection procedures (academic colleagues, support staff, practitioners, employers, service users and carers) are aware of the need to manage selection in a way that models a professional social work approach (e.g. respect, maintaining probity and integrity, preventing unjustifiable discrimination, working inclusively). The selection process needs to convey the right messages to applicants about the kind of profession they hope to join.

SECTION THREE

7. Guidance for implementing the new proposals

7.1 Clear information for applicants

The importance of providing clear information about selection processes cannot be over-emphasised. HEIs should clearly indicate that the social work degree is a professional course leading to eligibility to register as a social worker. They will want to list their criteria for admission, state what selection processes will be used and emphasise the need for enhanced CRB and health checks. Programme providers will wish to ensure that applicants have access to full information regarding fees, bursaries and any hidden costs (such as travel to placement) and any financial support provided from within the HEI in order that applicants can make fully informed decisions.

8. Strengthening the Criteria for selection

8.1 The criteria for selection of applicants for social work training are based on statements at entry level of the professional capabilities framework (PCF)

The PCF sets out the profession's expectations of what a social worker should be able to do at each stage of their career and professional development from entry to training to principal social worker. The capability statements at entry level have been developed through extensive consultation with representatives of all stakeholder groups.

By the point of entry to SW qualifying programmes, prospective students/candidates should demonstrate awareness of the social context for social work practice, awareness of self, ability to develop rapport and potential to develop relevant knowledge, skills and values through professional training. See [Appendix One](#). The PCF at initial qualifying level will be available on [The College website](#) from January 2012

9.0 Thresholds for entry.

9.1 The complex and challenging nature of social work requires a particular combination of personal qualities and intellectual ability. Whilst a wide range of academic qualifications are welcomed, intellectual capacity is a crucial requirement for effective social work practice

9.2 A minimum UCAS points threshold of 240¹² or equivalents should be applied where applicants come with tariff bearing awards such as 'A' levels. This is equivalent to grades CCC where three A-levels are taken and should be made up from level 3 qualifications, including those on the QCF, rather than non-academic qualifications (such as practical music examinations). Details of the tariff points awarded to various qualifications can be found at: http://www.ucas.com/he_staff/quals/ucas_tariff/tariff.

9.3 Where applicants offer A-levels (or equivalent qualifications) but **there has been a significant gap** since these were obtained admissions tutors will want to assure themselves that the relevant skills and knowledge are still current. This should be done by setting additional work, such as an essay, to assess essential approaches to academic work and the ability to write and

¹² Based on the 2009 average across SW providers for qualifying undergraduate programmes

conceptualise at the appropriate level. This 'equivalency' testing should be in addition to the written test referred to elsewhere in this document.

- 9.4 For those entering via Access routes, HEIs are encouraged to work with colleges to begin to determine equivalence with UCAS points¹³, and the extent to which this can be varied in the light of particular sets of circumstances (such as widening participation criteria), without lowering expectations in respect of intellectual potential.
- 9.5 Where applicants have **no formal academic qualifications** e.g. through lack of opportunity, HEIs will wish to assess academic capability through alternative means such as the use of set essays or portfolio assessment. This will provide confidence that the applicant has the ability to write extended pieces of work without support at the appropriate level. In this case all applicants must also demonstrate the relevant English, Maths and IT requirements referred to elsewhere in this document.
- 9.6 For those applying for Masters level courses who already have a degree, a minimum 2.1 degree classification should normally be required. This reflects the fact that the more intensive masters level programmes require students to arrive ready to move rapidly through academic learning and also to enter placement sooner than those on undergraduate programmes.
- 9.7 HEIs should monitor and analyse their progression and achievement rates against candidate selection and should be prepared to publish these¹⁴.

10 . Basic skills requirements

- 10.1 **All** applicants must have GCSE grade C or above in English and Maths or certificated equivalences, **regardless** of previous educational qualifications, i.e. degree holders prior to enrolment onto the course. If an applicant does not hold these qualifications at the time of interview, any subsequent offer of a place must be conditional upon obtaining these prior to the start of the programme.
- 10.2 HEIs should no longer run their own equivalence tests for those who cannot provide this evidence. This is to ensure that assessment of key skills is based upon accredited and certificated examination rather than disparate and potentially less valid or reliable assessments.
- 10.3 **All** applicants must confirm prior to interview/offer decision making that they have the ability to use basic IT facilities, including word processing, internet browsing and use of email, and be asked to specify how these skills have been obtained.
- 10.4 A full directory of recognised qualifications and their levels within the national framework can be found at: <http://register.ofqual.gov.uk/>.

11 Competence in written and spoken English

¹³ ACCESS courses are now graded, and Distinction/Merit grades are available to distinguish desirable levels of achievement.

¹⁴ In line with recommendations in the Browne review for more transparent information to inform student choice.

Successful applicants must meet communicating and comprehension skills to International English Language Testing Systems (IELTS) at level 7.¹⁵ (Click here <http://www.ielts.org/default.aspx> for further details of this testing system.) The requirement to obtain a score of 7 brings social work in line with the requirements of other professions such as law and medicine and recognises that social work requires an appreciation of the subtleties of communication and language in a way that may not be required to the same extent in other areas of academic study.

12. Advance Standing and Accreditation of Prior Learning (APL)

HEIs are required to have procedures for allowing admission with advance standing linked to prior academic achievements and this will continue to apply under HPC regulation (SETs 2.6). Careful attention should be paid to the currency and the level of learning that is allowed to carry forward credit into the degree. This is particularly so where the relevant area of learning is one of those specified within the social work degree curriculum. HEIs must publish their APL arrangements and ensure these are clear and equitable.

13. Accreditation of Prior (Experiential) Learning AP(E)L in respect of practice learning

Currently AP(E)L in respect of practice learning is not permitted. However, under HPC SETs, it is allowable in exceptional circumstances. HEIs will want to make their own arrangements for assessing the appropriateness of allowing students to use APEL, taking into account the PCF capability statements for practice placements to guide their decision. Where it is clear that the student can demonstrate the required capabilities and meet assessment criteria, there will be no reason not to allow credit for placement learning to be awarded.

Implementing the proposals (B)

14. Selection processes and Assessment General

- HEIs should develop holistic approaches to the design and implementation of selection processes for social work programmes.
- Tests and selection tools must be fair and valid and should not unfairly advantage or disadvantage particular groups within society, particularly applicants with protected characteristics (link to SPA)¹⁶
- Selection materials and test materials should be updated and revised on a regular basis to prevent plagiarism and collusion.
- The design of the selection process as a whole should be reviewed regularly, drawing on applicant and selector feedback.
- References should be checked for authenticity and be evaluated with care.
- The modes of assessment should be adjusted for disabled students where not doing so could lead to the applicant experiencing substantial disadvantage.

¹⁵ www.ielts.org.uk This is already required for lawyers, teachers, nurses, and other health staff

¹⁶ <http://www.spa.ac.uk/admissions-tests/what-admissions-tests.html>

- Programme providers will need to be able to clearly explain the nature of the assessment process and identify the appeals and complaint routes open to applicants in respect of procedural irregularity.
- Programmes may wish to use a chart such as the one included at [Appendix 2](#) to demonstrate how each criterion is assessed and by which test or activity.
- In some instances the social work programmes will have higher entry requirements and in many cases will have more rigorous selection processes that require additional investment of personnel and time compared to those of other programmes within the HEI. Admissions teams will need to work proactively to ensure that the wider university is able to support this important work and to make a commitment to this effect.

15. The Written Test.

All candidates should complete a written test, regardless of previous qualification or educational background. This should measure the applicant's ability to write clearly and coherently in the English language. HEI procedures should verify authorship if the tests are not undertaken on site. Some HEIs may wish to use the written test to evaluate the potential to develop reflective, analytical and conceptual thinking. Others will test this in different ways, e.g. through interview.

16. Interviews

All candidates selected for the social work degree should have performed well in an individual interview to test their communication skills, motivation and commitment, understanding of social work and evaluation of their life and work experience. This includes interviewing of international applicants using equivalent interviewing methods, such as web cams or other video link facilities. It is recognized that interviews are time-consuming and costly. Programme providers may wish to consider how they might validly limit numbers invited for interview by use of pre-screening tools, such as focused extended personal statements/questionnaires. See [Swap box](#) for further information

17. Group activities.

It is strongly recommended that HEIs make use of observed group activities/exercises as part of their selection process. A high proportion of stakeholders and service users and carers found group activities a helpful way to assess communication, self-awareness, respect, the impact of own views on others, and openness to other's views, particularly if applicants are asked to reflect on the activity in subsequent interviews.

18. Involvement of employers and service users and carers in selection processes.

The SWRB strongly endorsed a proposal that employers and service users are always involved in selection and interview processes¹⁷. During the consultation process there was unequivocal support for extending good practice in this aspect of admissions work. Social work programme providers should ensure that employers and service users and carers are fully involved in the design and review of selection processes as well as the actual interviews or other activities. This is critical in the added value it brings to the selection process and ensures that working in partnership is clearly demonstrated to prospective students from the start of their social work journey.

¹⁷ This is something which in the future could be arranged through the proposed partnerships

19. Such an approach is in line with the Schwartz recommendations and Supporting Professionals in Admissions (SPA) good practice guides¹⁸ which also recommend that all those taking part in interviews and other selection tests should be adequately trained and supported. When working in partnership during the admissions process, the final decision to offer or not will rest with the HEI as it is the HEI that is accountable and is contracting with the student.

20 Pre-requisite for life/work experience

Following a thorough debate, SWRB agreed that they would not recommend a **formal** pre-requisite of length of time or nature of life/work experience. However candidates should be asked to demonstrate how life/work experience has helped to prepare them for social work training and to demonstrate their learning from their experiences at the appropriate life stage.

21. Compliance with equalities duties – making reasonable adjustments to assessment processes where required,

Programme providers will wish to ensure that the required admission criteria do not result in discriminatory practices. Modes of assessment should be adjusted where this is reasonable and where the applicant has a disability. All applicants have to meet the agreed entry threshold standards as described under Schedule 13, paragraph 4(2) of the Equality Act (2010) However, reasonable adjustments should be made in the way the thresholds are assessed in line with disability legislation both with respect to the assessment of academic criteria and the assessment of personal qualities. For example, whilst minimum standards must be met in respect of written work, this should be assessed via an adjusted process such as allowing additional time in test situations or the provision of a scribe or technological assistance.

In addition to the need to make adjustments in relation to disabilities disclosed on the original UCAS application form, applicants invited to attend interviews and other tests should be encouraged to disclose any disabilities in a supportive manner that explains that this then enables adjustments to be made to the assessment process.

22. Particular issues affecting seconded or sponsored students

Where applicants apply outside the UCAS system for a work-based or similar route, the number of places retained for such applicants should be made clear in publicity materials.

Where sponsored students are considered, the programme team should ensure that decisions about offers of places and offers of secondment, although related, are appropriately separated during decision making processes. This is so that sponsored students do not have additional or fewer 'hurdles' to pass than non sponsored students.

¹⁸ http://www.spa.ac.uk/documents/Schwartz_Report_Review_Report_3_Final10.12.08.pdf

APPENDICES AND EXEMPLAR PROFORMAS:

Appendix One: The Professional Capabilities Framework (PCF) at entry to education and training level

These statements identify the expected framework of capability for applicants to be assessed against when applying for entry to social work initial qualifying training. These statements may evolve in the light of use and experience.

Introduction

- The statements are based on the assumption that, whilst assessment for entry should focus on **potential** for successful completion of qualifying training, there are certain qualities, skills, knowledge and values which should be present at the point of entry which make it likely that the student will be able to reach the required outcomes on completion of the course. This statement has been aligned with other elements of the PCF by the SCIE project group
- Outcomes are applicable to both post-graduate and under-graduate courses on the understanding that the capabilities framework provides a standardised set of professional outcomes. Academic criteria will be different.

PROFESSIONAL CAPABILITY STATEMENTS AT ENTRY LEVEL.

PCF Heading	Capability statements at entry level	Criteria agreed by the SWRB
Professionalism	<ul style="list-style-type: none"> • Demonstrates an initial understanding of the role of the social worker • Demonstrates motivation and commitment to qualify and practice as a social worker • Identifies own potential strengths and weaknesses in relation to the role of social worker • Demonstrates an initial understanding of the importance of personal resilience and adaptability in social work. • Demonstrates the ability to take responsibility for own learning and development 	<ul style="list-style-type: none"> • Initial awareness of what social work is • Self- awareness • Emotional resilience • Motivation and commitment to qualify and practice as a social worker
Values and ethics	<ul style="list-style-type: none"> • Recognises the impact their own values and attitudes can have on relationships with others • Understands the importance of seeking the perspectives and views of service users and carers • Recognises that social workers will need to deal with conflict and use the authority invested in their role. 	<ul style="list-style-type: none"> • Self awareness • Understanding of the nature and need to use professional authority in social work' • Initial awareness of what social work is. • Demonstrates what they have learnt from own experiences. • Respect for others.
Diversity	<ul style="list-style-type: none"> • Demonstrates an initial understanding of difference and diversity within society and the implications of this for social work practice. • Is receptive to the views of others. 	<ul style="list-style-type: none"> • Openness to the views of others . • Demonstrates what they have learnt from own experiences (broadly defined) • Ability/ willingness to change views
Rights Justice and Economic well-being	<ul style="list-style-type: none"> • Recognises the contribution of social work to promoting social justice, inclusion and equality 	<ul style="list-style-type: none"> • Initial awareness of what social work is • Potential to think analytically and critically • Demonstrate what they have learnt from their own experiences.

	Is receptive to the idea that there may be conflicts in the social work role between promoting rights and enforcing responsibilities	
Knowledge	<ul style="list-style-type: none"> Identify how own learning (formal, informal and experiential) contributes to understanding the social work role. 	<ul style="list-style-type: none"> Potential to think critically and recognise some of the knowledge base of social work
Critical reflection and analysis	<ul style="list-style-type: none"> Demonstrates an ability to reflect on and analyse own experience (educational, personal, formal and informal Demonstrates curiosity and critical thinking about social issues 	<ul style="list-style-type: none"> Demonstrates what they have learnt from own experiences Self awareness Reflective capacity Ability to think critically , intellectual ability and curiosity
Intervention and Skills	<ul style="list-style-type: none"> Communicates clearly, accurately and appropriately to the level of training applied for, in verbal and written forms Demonstrates an ability to engage with people with empathy') Recognises that different forms of communication are needed for practice 	<ul style="list-style-type: none"> Communication skills Ability to write clearly
Contexts and organisations	<ul style="list-style-type: none"> Demonstrates understanding of importance of working as a member of a team and an organisation 	
Professional Leadership	<ul style="list-style-type: none"> Recognises how own learning, behaviour and ideas can influence and benefit others 	Motivation and commitment

APPENDIX Two**Cross-referencing admission requirements to modes of assessment – an example**

Requirement/mode of assessment as appropriate to this level of study and stage in process	UCAS form	Pre-interview screening tool	Individual interview	Group exercise	Written test	Comments
Maths GCSE/equivalent	x					X self declaration
English GCSE/equivalent	x					X self declaration
IT competence	x					X self declaration
Ability to write clearly and accurately in English	x	x			x	
Spoken English			x	x		
Appropriate academic qualifications	x					
Intellectual potential/curiosity	x		x		x	
Motivation and commitment	x	x	x			

Understanding of social work role	x		x	x		
Self awareness – strengths and weaknesses		x	x			
Self-awareness – impact of own views on others		x	x	x		
Awareness of key SW values			x	x	x	
Appreciation of seeking views of service users and carers			x		x	
Recognition of need to deal with conflict			x			
Open to views of others		x	x	x		
Awareness of diversity issues			x	x		
Conflicts inherent in SW re rights and responsibilities			x			
Ability to reflect upon own learning		x	x	x		

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Capacity to build relationships		x	x	x		
Communicates clearly	x	x	x	x	x	
Understanding of importance of team work	x	x	x	x		
Understands importance of working within an organisation/accountability	x		x			
Takes responsibility for own learning	x	x	x			